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ABSTRACT

The Future Teacher Institute (FTI) is a minority teacher recruitment model, initiated and field-tested at California State University Dominguez Hills (CSUDH) over a 5-year period. The FTI's goal is twofold: (1) to involve promising minority high school students in a direct teaching/learning experience; and (2) to familiarize fourth- through sixth-grade minority students and their parents with a college environment so that higher education might be viewed as possible and desirable. During a 10-week cycle of Saturday meetings, teams of 5 high school students learn and practice techniques of group planning and teaching, and they present enriched learning activities to groups of 10 to 15 local elementary students. In pre- and post-institute questionnaires, the number of participants interested in teaching careers rose from 41 to 68 percent. Participants will be followed for 5 years to determine the program's impact on career choice. Appendices provide elementary and high school student recruitment procedures, resources and computer software lists, an outline for a first week orientation, an example of a team notebook, a parent program design, culminating activities, parent evaluation form, space needs, and a program evaluation form. (LL)

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THE FUTURE TEACHER INSTITUTE

AN ORGANIZATIONAL HANDBOOK

Mimi B. Warshaw
California State University, Dominguez Hills

CONSORTIUM FOR MINORITIES IN TEACHING CAREERS

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THE FUTURE TEACHER INSTITUTE

AN ORGANIZATIONAL HANDBOOK

Mimi B. Warshaw
California State University Dominguez Hills

CONSORTIUM FOR MINORITIES IN TEACHING CAREERS

Comprehensive Program to Increase the Number of Qualified Minority Teachers

A Collaborative Project of:

California State University, Dominguez Hills
City College of New York
Eugenio Maria de Hostos Community College of CUNY
Fordham University
Knoxville College
Metropolitan University, Puerto Rico
Turabo University, Puerto Rico
Morgan State University
Xavier University of Louisiana
University of Iowa

THE FUTURE TEACHER INSTITUTE

An Organizational Handbook

OVERVIEW

The Future Teacher Institute (FTI) is a minority teacher recruitment model which was initiated and field-tested at California State University Dominguez Hills over a five-year period. The major goal of the Future Teacher Institute is to involve promising minority high school students in a direct teaching/learning experience in order to increase the likelihood that they will eventually choose a career in education. Based on projections of the nature of tomorrow's schools, the program provides future teachers with the opportunity to work in cooperative planning/teaching teams and make use of computer technology to enhance instruction. A secondary goal is to familiarize fourth through sixth grade minority students and their parents with a college environment, so that they will view higher education as possible and desirable.

The Future Teacher Institute requires a ten-week cycle of Saturday meetings using college facilities. During the first three weeks teams of five high school students with common academic interests (math, science, or language arts) learn and practice techniques of group planning and teaching. Each team member is assigned a specific role. These may be rotated so that each future teacher has a chance to play all roles in the teaching process.

In the following weeks each high school team plans and presents enriched learning activities for groups of ten to fifteen elementary school students from neighborhood schools. It is important to note that the high school students are learning to plan and teach group lessons cooperatively rather than tutor students individually. Hence, major strengths of this model are the support received from colleagues, the synergistic production of teaching ideas, and the realism as a career experience.

Over 250 high school students have participated in the program at California State University Dominguez Hills. The ethnic distribution of the group was 34% Black; 16% Asian; 48% Hispanic; 4% Filipino; 2% White and 2% Pacific Islander. In pre-post Institute questionnaires, the number of participants who indicated they were "very interested" in teaching as a career rose from 41% to 68%. CSUDH intends to follow participants for five years to determine the impact of the program on career choice. While it is too early to reach any definite conclusions, follow-up questionnaires to date indicate that 50% of the high school participants who are currently in college still plan to pursue teaching as a career.

The purpose of this handbook is to provide a detailed description of the steps required to replicate this model based on the CSUDH experience in originating, developing and refining the program over a five year period.

PROGRAM SITE

Much of the impact of the Future Teacher Institute for all participants - elementary school students, parents, and high school teams - comes from the environment. Therefore the program is conducted on a college campus, and facilities such as the library, science laboratories, audio-visual equipment and holdings, computer laboratories and software, as well as college classrooms, are utilized. Classrooms need to be in clustered in one building, adjacent if possible. An auditorium large enough to hold all participants is required for an initial orientation, and one of the classrooms must be big enough to hold all high school participants.

PROGRAM PARTICIPANTS

At CSUDH the program size that has proved most effective consists of 60 to 90 elementary school students per ten-week cycle. This group is divided into six classes of 10 to 15 fourth, fifth and sixth grade students with a math and science group at each grade level. Each of the six classes will be taught by a cooperative teaching team consisting of five high school students for a total of 30 high school students.

High school participants are recruited by a liaison staff member at each high school which has students from groups underrepresented in the teaching profession. This staff member may be the sponsor of a future teacher club, or other interested high school teacher. Applications should be solicited from college-bound sophomores, juniors or seniors. Younger students tend to need too much supervision for this project. The application (**See Appendix A**) includes evidence that the student has sufficient academic strength in mathematics, science or language arts. These high school students receive a stipend of at least minimum wage for the forty hours they will be participating in the program. While students may initially view the program as a short term Saturday employment opportunity rather than career development, direct involvement in teaching is a powerful influence on career choice.

Elementary school participants are upper elementary age students from schools which are close to the college campus. Administrators at these schools make enthusiastic program recruiters because they understand the benefit of bringing elementary school children and parents to a college campus. A flyer/application (**See Appendix B**) is distributed to parents soliciting their application to an academic enrichment program for "college-bound fourth, fifth and sixth graders." Parents and child select the subject in which he/she will participate; math, science or language arts. The application also highlights the requirement that a parent must pick up and deliver his/her child promptly for each Saturday session.

More recently, parents have been invited to participate in a parent-education program which is offered during the fifth through ninth weeks.

PROGRAM CORE STAFF

In order to carry out the program most efficiently, the Future Teacher Institute needs to be coordinated by a core staff of two or three faculty members. At least one of these should be a high school teacher and at least one should be a college representative. Once the program has been established, high school students from previous semesters may be recruited to return as Mentors. The duties of the core staff are as follows:

High School Advisor(s)

1. Recruit high school students.
2. Train high school teams in cooperative planning and teaching.
3. Give feedback on cooperative lesson plans.
4. Supervise classrooms during cooperative teaching times.
5. Maintain a record of activities through photographic slides or video.
5. Purchase supplies requested by teams.
5. Meet with team members for evaluation.

College Advisor

1. Handle all logistics at the college
2. Disseminate program information and applications to elementary school principals.
3. Direct all clerical work associated with the program.
4. Conduct parent education meetings.
5. Coordinate production of photographic slides or videotaping of sessions.

Mentors

1. Monitor classrooms during cooperative teaching times.
2. Supervise computer labs and assist with software review.
3. Serve as trouble-shooters for high school teams.
4. Assist with lesson plans.
5. Inventory supplies.

PROGRAM RESOURCES

All lessons which are taught should be enrichment activities, supplementary to the regular fourth, fifth and sixth grade curriculum and therefore of high interest to the learners. For planning purposes, high school cooperative teaching groups must have available to them a variety of appropriate science experiments, problem solving activities, math manipulatives, student sets of pamphlets and other reading materials, and sources for developing high interest lessons. A list of resources which have proved useful are included in **Appendix C.** Supplies for hands-on activities and basic materials such as paper, crayons, scissors, markers, etc. need to be available upon one-week advance request. A computer laboratory with at least seven stations and software programs appropriate for fourth, fifth, and sixth graders provides opportunities for each cooperative teaching team to schedule their class for some hands-on experience with computer-assisted instruction. Software which has been used successfully at CSUDH is listed in **Appendix D.** The experience will be richer if the college can make available microscopes and other basic laboratory equipment.

PROGRAM SEQUENCE

This program runs for ten Saturdays from 9:00 a.m. until 1:00 p.m . The first three sessions are devoted to working with the high school cooperative teaching teams to prepare them to teach. The fourth meeting is an orientation for elementary participants and their parents, followed by an initial enrichment lesson. The next five sessions are devoted to lesson planning, teaching and evaluation. While elementary school students are in class, their parents are attending parent education sessions. The final session is for special culminating activities and participation awards. More specifically, the sequence of events is as follows:

Five weeks before the first session.

Core staff meets to review program goals and logistics, reserve classrooms and computer labs, and requisition basic materials.

High school advisor(s) contact liaison at each high school to recruit high school students. (See sample application in **Appendix A**)

College advisor contacts local elementary schools and distributes applications. (See sample flyer and application in **Appendix B**)

Three weeks before the first session

Select high school students. Criteria should include writing skills, grades in mathematics and science, commitment to ten week program. Consideration should be given to balance in terms of high schools represented, ethnicity and gender.

One week before the first session

Select elementary school students and inform families by mail. Consideration should be given to balance in terms of elementary schools represented, ethnicity, gender and grade level. Require a parental response by a specified date and establish a waiting list for those who are not selected.

Week One - Orientation and Team Building for High School Cooperative Teaching Teams

9:00-10:00 Conduct program orientation with the high school students. Include program goals and objectives, program rules and requirements, safety considerations, responsibilities of employment, and payroll procedures. (See sample outline in **Appendix E**.

Have high school students fill out Information Cards for attendance and other record keeping. Provide permanent name tags for high school participants which will be distributed and collected weekly.

Use Information Cards to assign high school students to a five-member team. Balance each team in terms of academic strengths, ethnicity and gender. Each team is assigned a level (fourth, fifth or sixth grade) and subject. Mathematics and science are top priority, with language arts added for a larger program. Five-member teams are optimum because the team can still function if one member is absent.

10:00-11:00 Discuss rationale and procedures for cooperative planning and teaching. Review roles of each member of the team, as follows:

1. **Team Leader:** Responsible for coordinating team, assigning specific tasks, picking up group folder, handling problems, keeping track of individual and team effectiveness; reports directly to High School Advisor.
2. **Team Evaluator:** Responsible for keeping daily student progress and attendance records, checking student progress (completion/non-completion of assigned tasks), monitoring individual and team effectiveness; reports to Team Leader.
3. **Team Logistician:** Responsible for all physical and material arrangements (i.e. room arrangement, ordering and distributing supplies and equipment, collecting and inventorying supplies and equipment); reports to Team Leader.
4. **Team Monitor:** Responsible for monitoring student attendance and behavior, making sure students are accounted for at all times, informing parents of individual problems; reports to parents.
5. **Team Recorder:** Responsible for clarifying and recording lesson objectives, preparing and turning in lesson plans; returning completed team notebook to High School Advisor; reports to Team Leader.

Announce teams and provide each group with a team notebook with dividers for the following sections (see **Appendix F** for samples):

A. Schedule for ten Saturday sessions
B. Outline of information about learning theory and application.
C. Forms for requesting materials and computer software.
C. Forms for keeping attendance records for elementary students.
D. Forms for preparing lesson plans
E. Student record forms: Progress Record and Progress Report to Parents
F. Team Notes

11:00-11:30 Assign a short initial team building assignment such as coming up with a team name, slogan, logo, cheer, etc.

11:30-12:00 Groups brainstorm concepts, topics or ideas of what they might teach their students during the six teaching sessions.

12:00-1:00 For the final cooperative assignment of the day, each group is assigned a common classroom problem and asked to plan a skit about resolving the problem and act it out for the whole group.

Week Two - Planning and Preparation for High School Cooperative Teaching Teams

9:00-10:00 High School Advisor models a demonstration lesson for high school teams. This lesson should include motivation, objective, explanation, demonstration, active student participation and application, and summary. Following the demonstration lesson, advisors discuss basic teaching/learning theory as it relates to the lesson presented. Include taxonomy of cognitive learning, learning modalities and lesson planning (see outline in **Appendix F**).

Review method for diagnosing math ability which will be included in first lesson for math classes.

10:00-11:30 Each team meets to block out a series of six lessons and agree on the following: classroom rules, seating, handouts, materials needed and computer laboratory needs. Each team then prepares a plan for the first lesson.

11:30-1:00 Teams meet together to present initial lesson plan to the entire group for suggestions and feedback.

Week Three- Planning and Preparation for High School Cooperative Teaching Teams

9:00-10:00 High school students take a tour of the college campus. If possible, this should be conducted by experienced college staff and should include science, computer, library, and audio-visual facilities.

10:00-11:30 Groups move to a detailed orientation to the computer laboratory(s) available for this project. Following this orientation, teams review any software which may be appropriate for the grade-level and subject each group has been assigned to teach (See **Appendix D**).

11:30-1:00 Each team presents a short report to the total group on the software they reviewed and how it might be used in the program. Teams turn in materials request and computer lab request.

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Week Four - Orientation for Elementary Students and Parents

9:00-9:30 High school teams prepare classrooms for first lesson.

9:30-10:00 Orientation meeting for elementary students and parents.

Greetings from University

Program goals

Program rules - parents sign in and out

Parent Program - distribute schedule (**see Appendix G**)

Introduce each team and announce class assignments

Parents escort children to classroom and sign in

10:00-11:30 Teams conduct first class meeting

Goals and objectives of class

Class rules

Math diagnosis

Name game/team building activities

Short initial lesson

11:30-12:00 Break

12:00-12:30 Teams plan for next week

12:30-1:00 Total group meets for team evaluation and sharing of experience

Week Five through Nine - Plan/Teach/Plan/Evaluate & Parent Program

9:00-10:00 Teams plan and prepare for lesson

10:00-11:30 Teams teach lesson

10:15-11:15 Each week during the lesson, College Advisor meets with parents to cover topics such as the following.

Week Five: Preparing Your Elementary School Child for College

Week Six: Preparing Your Junior/Senior High School Child for College

Week Seven: What You Should Know About Colleges and Universities

Week Eight: How Computers Can Assist Your Child's Education

Week Nine: Effectiveness Training for Parents

10:15-11:15 Each week during the lesson High School Advisor meets with team members by role in order to discuss progress and resolve problems. The questions raised at these meetings are:

Week Five: Team Evaluators. Are there any problems within the teams? Are all team members sharing the load equally? Is everyone participating?

Week Six: Team Leaders. Is everyone on the team performing his/her role? Are the leaders delegating? Are the leaders helping to build team spirit?

Week Seven: Team Logisticians. Are logisticians getting the supplies they need? Are teams using supplies appropriately? Are teams incorporating the computer lab into lesson plans?

Week Eight: Team Recorders: Are recorders maintaining accurate roll book records and student progress reports? Have recorders helped team decide on commendations, special awards and certificates for final session?

Week Nine: Team Monitors: Are team monitors keeping track of attendance? How are monitors dealing with student discipline and behavior problems? Are students being picked up on time? Have monitors contacted parents about problems?

11:30-12:00 Break

12:00-12:45 Teams plan for next week

12:45-1:00 Total group meets for team evaluation

Week Ten - Culminating Activities and Open House

9:00-10:00 Teams plan and prepare for culminating activity

10:00-11:30 Each classroom presents a culminating activity for parents and all students receive certificates of completion (**Appendix G**). Parents fill out evaluation form (**Appendix H.**)

11:30-12:00 Cooperative teams clean up and return all materials.

12:00-1:00 Staff invite parents of high school team members to a celebration. Staff members present a slide show or video of semester, distribute certificates of participation to high school cooperative teams (**Appendix G**), and host a party.

PROGRAM DO'S AND DON'TS

Based on five years experience in planning and managing the Future Teacher Institute at California State University Dominguez Hills, staff members have collected a list of Do's and Don'ts that they feel will contribute to the success of this project at other campuses. These are as follows:

DO provide and follow through on very clear and strict guidelines to high school team members about attendance, individual responsibility to group, and mature interactions with students and each other.

Do encourage teams to think of creative and motivating classroom activities.

DO build team spirit by giving groups initial structured team-building activities at the first meeting. (Design a group logo or slogan; make up a group cheer; prepare a group skit.)

DO set challenging goals for high school team members to reach and hold them accountable to these goals.

DO make sure in advance that classrooms, software, supplies and resources are available (See **Appendix J**).

DO provide adequate time for team members to preview software.

DO provide adequate time for team members to write lesson plans and get feedback on lesson objectives before they teach.

DO provide examples of effective lesson plans written by past teams.

DO model the teaching of a complete lesson before high school teams begin planning.

DO allow teams to solve minor problems within team before you intervene.

DO honor and recognize all high school participants on the final day. Invite their parents and give certificates of completion for the program.

DON'T single out one team or individual team member for special recognition. This distracts from the team effort and causes hard feelings.

DON'T present too much information to the high school teams during the first three sessions.

DON'T allow non-functional members to remain on a team. Make switches of team members to resolve severe personality problems.

DON'T allow parents to use the program as a baby-sitting service. Make clear that elementary students must be picked up at the time specified.

DON'T allow disruptive elementary students to continue in the program if they are making it difficult for other students to learn.

Follow-up Evaluation

Two kinds of evaluation were conducted for the CSUDH Future Teacher Institute; a one-group pretest posttest questionnaire for each group of high school participants, and an annual follow-up survey which is collected for all high school participants for five years following the program. Colleges that replicate the program are urged to administer both kinds of evaluation instruments so that data regarding the efficacy of the program may eventually be pooled.

Pretest Posttest Questionnaire: The major purpose of the pre-post test is to measure high school students' attitude toward teaching as a career and knowledge of pedagogy before and after the ten week program. The questionnaire also includes some basic information about the students. A sample of this questionnaire is included in **Appendix K**.

Follow-up Survey: This survey is mailed to all high school participants each year for the five years following their participation in the Future Teacher Institute. The purpose is to determine if the positive effects of the program on attitude toward teaching as a career are long-lasting, and whether they actually influence career decisions in college. A sample of the survey is contained in **Appendix K.**

APPENDICES

APPENDIX A HIGH SCHOOL STUDENT RECRUITMENT

APPENDIX B ELEMENTARY SCHOOL STUDENT RECRUITMENT

APPENDIX C RESOURCES LIST

APPENDIX D COMPUTER SOFTWARE LIST

APPENDIX E OUTLINE FOR WEEK 1 ORIENTATION

APPENDIX F TEAM NOTEBOOK

APPENDIX G PARENT PROGRAM

APPENDIX H CULMINATING ACTIVITIES

APPENDIX I PARENT EVALUATION

APPENDIX J SPACE NEEDS

APPENDIX K PROGRAM EVALUATION

APPENDIX A
HIGH SCHOOL STUDENT RECRUITMENT

February 17, 1992

Dear Future Teacher Adviser:

Enclosed are the high school applications for the Spring cycle of the Future Teacher Institute at California State University, Dominguez Hills. Note the dates on the form. The new cycle begins on March 7, 1992. We will be videotaping our sessions for dissemination to institutions across the country who want to replicate the program.

Please distribute the applications to interested students and have them return the completed forms to you. Please mail the forms to me or make arrangements to have them delivered. The timeline is as follows:

-February 27- Deadline for completed applications to be returned to me.

-February 28- Selection of high school students by program coordinators.

-March 2- Notification of selected students. Notices mailed to adviser. Please distribute notices to your students.

Because we are limited to a total of 30 students from among a number of schools, I ask your assistance in prioritizing the applications. Please indicate on the upper right hand corner of each application your assessment of whether each student is a high, medium, or low priority based on their potential for success in the program.

We are interested in having a high school group that is representative of the student population in the Los Angeles area. Priority will be given to qualified older students who have never participated in the program. We are particularly interested in recruiting more males to the program.

If you have any questions, please contact me. Good luck!

Sincerely,

Joseph Aguerrebere, Ed.D.
Future Teacher Institute
CSUDH
School of Education
Carson, CA 90747
310- 516-3896

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS FOUNDATION

FUTURE TEACHER INSTITUTE- FALL, 1991

APPLICATION FORM

The Future Teacher Institute is a Saturday program sponsored by the California State University, Dominguez Hills Foundation through a grant from the Carnegie Corporation of New York. It is designed to introduce high school students to the teaching profession. Thirty students will be selected for the Fall cycle of the program.

Under the direction of faculty from the School of Education, high school students will provide an academic enrichment program for elementary school students from schools neighboring the CSUDH campus. Emphasis will be on enrichment instruction in math and science. Trainees will learn about the "classroom of tomorrow" by utilizing computer-assisted instruction, whole group instruction, and cooperative learning groups.

The program will be offered on the CSUDH campus, using classrooms, computer labs, and science labs. It will take place on October 5, 12, 19, 26, November 2, 9, 16, 23, December 7, and 14, 1991. Participants will be required to provide their own transportation to and from the University.

Participants will receive a wage of $20.00 per Saturday for their work in the program.

Interested students should complete the application form and submit it to the Future Teacher coordinator or designated adviser at their school of attendance.

Deadline for submission of application is: September 27, 1991.

Name_____ Date of Birth_____
Social Security No._____ Grade_____
High School_____ Homeroom_____
Home Address_____ Phone_____
City, State, and Zip Code_____
List math and science classes completed and grades earned:_____
_____
_____
Tutoring or Teaching Experience (Please describe)_____
_____
_____
Applicant Signature_____

Recommending Teacher's Signature: "This student has the potential to become a successful participant in the Future Teacher Institute."
Teacher Signature_____

On the reverse side of this form please write a brief essay describing:
"The Best Teacher I Ever Had"

California State University
Dominguez Hills

School of Education • Carson, CA 90747

October 1, 1991

Dear _____

School _____

Your application was received and we are pleased to report that you have been selected to participate in the fall cycle of the Future Teacher Institute to be offered Saturdays at California State University, Dominguez Hills.

Under the guidance of faculty and staff from Cal State, Dominguez Hills, you will explore the world of teaching through a series of "hands on" teaching experiences with elementary students.

If you cannot participate, please call Dr. Joseph Aguerrebere at (213) 516-3896 and leave a message immediately so that we can notify other students on the waiting list.

Please note the following information:

First Meeting:	Saturday, October 5, 1991
Time:	9 A.M. - 1 P.M.
Location:	Humanities and Fine Arts Building (HFA) Room A-229 (second floor) See enclosed map.
Materials:	Bring pencils, pen, paper, and employment eligibility materials (Student I.D. or driver's license, social security card or birth certificate, U.S. passport or Alien Registration card, and work permit)
Transportation:	You are responsible for providing your own transportation to and from the University.
Institute Dates:	October 5, 12, 19, 26, November 2, 9, 16, 23, December 7, 14.

We look forward to seeing you.

Please complete and return the lower portion of this form indicating that you and your parents consent to your participation in the Future Teacher Institute.

I will participate in the Future Teacher Institute at California State University, Dominguez Hills on Saturdays from October 5- December 14, 1991

Student Name_____ Signature_____
School _____

I consent to my child's participation in the Future Teacher Institute.
Parent/Guardian Name_____ Signature_____

APPENDIX B
ELEMENTARY SCHOOL STUDENT RECRUITMENT

California State University
Dominguez Hills

School of Education • Carson, CA 90747

Date: October 13, 1991

To: Elementary Principal

From: Dr. Joseph Aguerrebere, Cal State University, Dominguez Hills

Subject: Saturday Enrichment Program- Grades 4-6

Through a grant from the Carnegie Corporation of New York, California State University, Dominguez Hills continues to offer a free academic enrichment program for elementary school students. The dates will be from October 26 - December 14.

This fall the program will emphasize math and science for college bound students in grades 4-6. The students will be taught by area high school students who are interested in a career in teaching. Though these high school students are receiving guidance from University staff, they do not have sufficient background to work with students in need of remediation. Therefore we ask that you keep this in mind as you decide who should receive the application.

Please distribute the attached flyers to your students. We ask that their parents complete the form and return it to your office as soon as possible. The deadline is October 18, 1991.

Since we can only accept a total of 60 students from among a number of area elementary schools, we would like some input from you regarding who would be the best candidates. Please place the student applications in a stack in order of highest priority on the top to lowest priority on the bottom.

I will pick up the applications from your school after 2 P.M. on Friday, October 18, 1991. Notification of the selected students will be provided to them through your office.

If there are any questions, do not hesitate to call at (213) 516-3519 or (213) 516-3896.

Thank you in advance for your cooperation as we look forward to providing academic support for your students.

ATTENTION PARENTS AND TEACHERS!!

ACADEMIC ENRICHMENT PROGRAM AVAILABLE FOR COLLEGE BOUND STUDENTS IN GRADES 4-6!!
Emphasis on Science and Mathematics

Where: California State University, Dominguez Hills

What: Individual and small group instruction, computer assisted instruction in math and science.

Sponsor: Carnegie Corporation of New York, Cal State, Dominguez Hills Foundation, and the School of Education. Contact- Dr. Joseph Aguerrebere- (213)-516-3519 or (213) 516-3896

When: Seven Saturdays from 10 to 11:30 A.M. on the following dates: October 26, November 2, 9, 16, 23, December 7 & 14

Numbers: Approximately sixty students will be accepted for the fall cycle of the program. Participants will be notified of acceptance to the program.

Program: Thirty future teachers from local high schools will offer the instruction under the direction of faculty from the School of Education.

To Apply: By **October 18, 1991,** complete the attached registration form and send it to the principal of your child's school. Your principal will forward forms. Deadlines will be strictly followed.

(Please Print Clearly)

Student Name:_____Grade_____

School Name:_____ (Circle) Male Female

Parent Name:_____ Phone:_____

Address:_____
(Street) (City) (Zip)

Subjects interested in (Circle one or two): Math Science

If accepted for the program, we agree to provide transportation and see to it that our child arrives and leaves on time.

Parent Signature(s)_____
_____

California State University
Dominguez Hills

School of Education • Carson, CA 90747

October 22, 1991

Re:_____

Dear Parent:

Your application was received and we are pleased to report that your child has been selected to participate in an Academic Enrichment Program for 4th, 5th and 6th graders to be offered Saturdays at California State University, Dominguez Hills.

Small group and computer-assisted instruction will be provided by members of our Future Teacher Institute under the direction of faculty from Cal State, Dominguez Hills. The tutors are outstanding high school students interested in a career in teaching. Through a grant from the Carnegie Corporation of New York, these high school students will offer a free enrichment program emphasizing science and math.

If your child cannot participate, please call (213) 516-3896 and leave a message immediately so that we can notify other students on the waiting list.

Please note the following information:

First Meeting:	Saturday, October 26, 1991
Time:	9:30 A.M. - 11:30 A.M. (Parents need to attend the first half hour to learn about the program)
Location:	Humanities and Fine Arts Building (HFA) Room A-103 (Lecture Hall- On first floor-See enclosed map)
Materials:	Bring pen and/or pencil, and notebook paper
Transportation:	Must be provided by parents. Free parking is available along Victoria Ave. (northern border of campus). On campus parking is available in Lot 3 and 3A for $1.50.
Future Sessions:	November 2, 9, 16, 23, December 7, 14 10 A.M. - 11:30 A.M. Parents must sign their child in and out of their assigned classroom for each session.

We look forward to seeing you.

California State University
Dominguez Hills

School of Education • Carson, CA 90747

October 22, 1991

Re:_____

School_____

Dear Parent:

Thank you for your child's application to participate in the fall cycle of an Academic Enrichment Program to be offered Saturdays at California State University, Dominguez Hills.

Because we are limited to accepting a total of sixty students from among a number of area elementary schools, we were unable to accommodate all requests to participate in the program. Therefore we were not able to include your child in this cycle of the program.

However, your child's name has been placed on a waiting list and you will be notified should a vacancy occur. We encourage you to apply for future cycles of the program.

We appreciate your interest in the program.

Respectfully,

Joseph Aguerrebere, Ed.D.
Coordinator
Future Teacher Institute
(213) 516-3896

APPENDIX C
RESOURCES LIST

Appendix C

CURRICULUM RESOURCES LIST

SCIENCE
AIMS-Activities that Integrate Math and Science
Science Projects for Young People*
Superscience Activities*

MATH
Mental Math in the Middle Grades*
Statistics: The Shape of the Data *
Discover!*
Make it Simpler*
TOPS*
Lane County Project Problem Solving in Mathematics*

LANGUAGE ARTS
Ideas and Insights (NCTE)
IDEAS Plus (NCTE)
NCTE Language Arts Magazine
Side by Side (Heinemann)
Learning Magazine
Teacher Magazine

*available from Dale Seymour catalog (800) USA 1100

APPENDIX D
COMPUTER SOFTWARE LIST

Appendix D
COMPUTER SOFTWARE FOR FOURTH, FIFTH AND SIXTH GRADERS

Math
Easy Graph
Factory
Geometric Presupposer: Points & Lines
Gertrude's Puzzles - Gertrude's Secrets
Hands on Math, vols. I & II
Heath Math Worlds: Function Machines, Levels 1 & 2 - Strategies, Levels 1 & 2
High Wire Logic
How the West was One + Three x Four
King's Rule
Puzzle Tanks
Rocky's Boots
Super Factory
Timeout Graph
Tip'n'Flip

Science
Climates of the World
Dinosaurs and Squids
Discovery: Experiences with Scientific Reasoning
Discovery Lab
Exploring Science: Temperature
GeoWorld: A Living Database
Grizzly Bears
Heat Energy
Mickey's Space Adventure
Odell Lake
Skylab
Sound: A Microcomputer-Based Lab
The Voyage of the Mimi
Weather Machine Courseware Kit
Whales

Language
Big Book Marker: Favorite Fairy Tales and Nursery Rhymes
Children's Writing and Publishing Center
Magic Slate
Playwriter's Theatre
Pow! Zap! Ker-plunk! Comic Book Maker
Read a Logo
Snoopy Writer
Story Maker
What's in a Story
Winnie the Pooh in the Hundred Acre Wood
Writer's Helper

APPENDIX E
OUTLINE FOR WEEK 1 ORIENTATION

Appendix E

FUTURE TEACHER INSTITUTE

ORIENTATION FOR HIGH SCHOOL PARTICIPANTS

1. Information Card

   Name | Grade Level | School

   Address | School Advisor

   Home Phone

   Circle the two areas you like the most:

   Math | Science | Language (English)

2. Introductions
3. College Administrator welcome to campus
4. Purpose of Future Teacher Institute

   For High School Participants:

   A. Provides opportunities to explore teaching.

   B. Provides supervision, group support, personal responsibility and commitment.

      # Must be here for entire ten week program.

      # Must work as part of a teaching team.

      #Must be serious about the learning and teaching processes.

   C. Provides exposure to technology available to teachers.

   D. Provides familiarity with college campus.

   For Elementary School Students, grades 4-6:

   A. Provides learning enrichment opportunities.

   B. Provides familiarity with college campus.

4. Payroll procedures and paperwork.
6. Attendance policies

   A. One excused absence allowed - phone contact is mandatory (as in any job).

   B. One AWOL absence will result in drop from the program.

   C. Habitual tardiness will result in drop from the program.

   D. All participants bring notebook and writing instrument to each session.

7. Purpose for cooperative teaching teams

   A. Support both tutors and students.

B. Increase individual effectiveness.

C. Practice cooperation.

7. Assign teams and provide each team with notebook (see Appendix F)
8. Teams meet to choose roles and complete first team-building activity.

APPENDIX F
TEAM NOTEBOOK

APPENDIX F

FUTURE TEACHER INSTITUTE

CONTENTS OF TEAM NOTEBOOK

A. Schedule for ten Saturday sessions

B. Outline of information about learning theory and application.

C. Forms for requesting materials and computer software.

C. Forms for keeping attendance records for elementary students.

D. Forms for preparing lesson plans

E. Student record forms: Progress Record and Progress Report to Parents

F. Team Notes

THE FUTURE TEACHER INSTITUTE
FALL 1991 SCHEDULE FOR HIGH SCHOOL TEAMS
SATURDAYS 9 a.m. - 1 p.m.

Date	Activity
10/5	Orientation, Introductions, Group Assignments, Processing for Stipend
10/12	Teaching Component, Lesson Planning, Group Presentations
10/19	Computer-Assisted Instruction, Guest Lecturer, Campus Tour
10/26	9:30 - 10:00 Parent Orientation 10:00 - 11:30 First Day of Teaching
11/2	Teaching - Session 2
11/9	Teaching - Session 3
11/16	Teaching - Session 4
11/23	Teaching - Session 5
11/30	HAPPY THANKSGIVING - NO FTI TODAY
12/7	Teaching - Session 6
12/14	Last Day - Open House, Christmas Get-Together, Award Ceremony (Parents, High School Teams, Advisors, and Guests)

HIGHER LEVELS OF THINKING

Because questioning is the primary tool in achieving educational goals, teachers will want to be sure their questions are appropriate for the ability level of students and are a challenge to students to achieve higher levels of thinking.

Bloom* classifies six levels of thinking. They are:

1. Knowledge (recognition or recall of previously learned material)
2. Comprehension (translation or interpretation of data)
3. Application (application of past learnings to a new situation)
4. Analysis (emphasis on the breakdown of material into constituent parts, the detection of relationships, and the organization of parts)
5. Synthesis (organization of separate elements in a new creative structure)
6. Evaluation (arrival at value judgments about material or a work)

The levels of thinking are sequential. In other words, each category of thinking is different and builds on lower categories. The categories are arranged from simple to complex and from concrete to abstract.

It is important that all students have many opportunities to answer questions involving every level of thinking. Within each category of thinking there are both simple and complex questions for slow and for rapid learners.

Questioning is particularly important during guided group practice in the teacher-directed lesson. Carefully constructed questions using various levels of thinking will help the teacher determine the students' comprehension of new material and assess their readiness to move on to independent practice. Individualization of instruction and remedial or alternative work can be achieved by constructing questions of varying levels of complexity.

Verbs alone do not necessarily determine the level of thinking. A given question may not represent the same task to all students. What may be an analysis question to one student may be a knowledge question to a pupil who has already read and received an explanation of the material. The level of a question depends on how much information the student has already received. If a student is expected to answer a "why" or "how" question by restating an answer provided in the textbook or from the teacher's lecture, the level of thinking is knowledge. If, however, the student has to determine the answer, not simply remember it, the student is working on a higher level of thinking, such as analysis, synthesis, or evaluation.

Six categories of thinking and suggested verbs for teachers are provided on the following page. Teachers will find these helpful in constructing questions and planning lessons. For further classification of learning levels in the affective and psychomotor domains, teachers are referred to Reaching Higher Levels of Thought, Los Angeles Unified School District Office of Secondary Instruction; Publication No. X-118, 1982.

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*Benjamin S. Bloom: *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain* (Longmans, Inc., New York, 1956).

MAJOR CATEGORIES AND SOME SUGGESTED VERBS FOR USE IN STATING COGNITIVE OUTCOMES

KNOWLEDGE
define
repeat
record
list
recall
name
relate
underline

COMPREHENSION
translate
restate
discuss
describe
recognize
explain
express
identify
locate
report
review
tell

APPLICATION
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
shop
sketch

ANALYSIS
distinguish
analyze
calculate
experiment
test
compare
contrast
criticize
diagram
inspect
debate
inventory
question
relate
solve
examine
categorize

SYNTHESIS
compose
plan
propose
design
formulate
arrange
assemble
collect
construct
create
set up
organize
manage
prepare

EVALUATION
judge
appraise
evaluate
rate
revise
score
assess
estimate
choose
measure
select
value

LEARNING MODALITIES

The learning modalities are the sensory channels by which students receive information. The three learning modalities are visual, auditory, and kinesthetic. Classroom instruction should include all three modalities.

A student's dominant modality is the channel through which instruction is processed most efficiently. Teachers can capitalize on learning strengths by determining the students' dominant modalities. Teachers should also assess their own learning styles, since research indicates that a teacher tends to teach in his or her own preferred modality. An awareness of different learning styles will assist the teacher in planning a variety of instructional activities.

Some of the materials and techniques listed below have proved highly effective in designing instructional lessons based on learning modalities.

VISUAL LEARNER	AUDITORY LEARNERS	KINESTHETIC LEARNERS
Flash cards	Tapes	Tracing activities
Matching games	Music	Tactile experiences
Puzzles	Rhymes	Felt pens
Dictionaries	Clapping/keeping time	Math manipulatives
Card files	Language Master	Plays, art, dramatics
Overhead projector transparencies	Puppet actions/ conversations	Puppet actions
Charts	Rhythm instruments	A-V equipment monitoring
Pictures	Poetry	Demonstrating tasks
Written directions	Reading aloud	Role-playing
Instructional books	Talking about the skills to be learned	Pantomime

FIND YOUR MODALITY STRENGTHS

Listed below are ten incomplete sentences and three ways of completing each sentence. Check the statement that is most typical of you. Then count the number of checks in each column. This will give you a rough idea of the relative strength of each of your modalities.

1.	My emotions can often be interpreted from my:	( )Facial expressions	( )Voice quality	( )General body tone
2.	I keep up with current events by:	( )Reading the newspaper thoroughly when I have time	( )Listening to the radio or watching the television set	( )Quickly reading the paper or spending a few minutes watching television news
3.	If I have business to conduct with another person, I prefer:	( )Face-to-face meetings or writing letters	( )The telephone, since it saves time	( )conversing while walking, jogging, or something else physical
4.	When I'm angry, I usually:	( )Clam up and give others the "silent treatment"	( )Am quick to let others know why I'm angry	( )Clench my fists, grasp something tightly, or storm off
5.	When driving I:	( )Frequently check the rear view mirrors and watch the road	( )Turn on the radio as soon as I enter the car	( )Can't get comfortable in the seat and continually shift position
6.	I consider myself:	( )a neat dresser	( )a sensible dresser	( )a comfortable dresser
7.	At a meeting I:	( )come prepared with notes and displays	( )enjoy discussing issues and hearing other points of view	( )would rather be somewhere else and so spend my time doodling
8.	In my spare time I would rather:	( )watch television, go to a movie, attend the theatre, or read	( )listen to the radio or records attend a concert, or play an instrument	( )engage in a physical activity of some kind
9.	The best approach to discipline is to:	( )isolate the child by separating him or her from the group	( )reason with the child and discuss the situation	( )use acceptable forms of corporal punishment
10.	The most effective way of rewarding students is through:	( )positive comments written on their papers, stick-ons, or posting good work for others to see	( )oral praise to the student and to the rest of the class	( )a pat on the back, a hug, or some other appropriate physical action
	Total number of boxes checked	_____ visual	_____ auditory	_____ kinesthetic

*1980, Walter Barbe, Michael N. Milone, Jr., Zaner-Bloser. All rights reserved.

MATERIALS REQUEST
FUTURE TEACHER INSTITUTE

TEAM #_____ **SUBJECT**_____

List below the materials requested:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Date needed to use:_____

Signed,

Team Logistician

COMPUTER SOFTWARE REQUEST
FUTURE TEACHER INSTITUTE

TEAM #_____ **SUBJECT**_____

List below the software programs requested:

1.

2.

3.

4.

5.

Date needed to use:_____

How software will be used:

Signed,

Team Logistician

STUDENT SIGN IN AND SIGN OUT SHEET

F.T.I.

STUDENT NAME	PHONE#	IN	OUT	BY

F.T.I. SIGN-IN SHEET

DATE	NAME	HOME SCHOOL	IN	OUT

Form BD-31888

TEMPORARY ATTENDANCE

Date _____

ROLL CALL LIST

Teacher _____ Subject _____ Room _____ Period _____

NAME	H.R. or Gr.	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1																					
2																					
3																					
4																					
5																					
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44																					
45																					

LESSON PLAN # _____

Team # _____ Members_____

Topic_____Grade Level_____

Classroom_____Date_____

OBJECTIVE:

TIME SPAN:

CONCEPTS TO BE COVERED:

LESSON PLAN OUTLINE:

NOTES: ATTACH A MINIMUM OF ONE PAGE OF NOTES AS PAGE 3

MATERIALS NEEDED:

MODALITY: AUDITORY_____VISUAL_____KINESTHETIC_____

LEVELS OF BLOOM'S TAXONOMY:

METHOD OF EVALUATION:

EVALUATOR'S RECORD

Date	Team Task	When Completed	Comments/Suggestions

FINAL PROGRESS REPORT
FUTURE TEACHER INSTITUTE

STUDENT_____**SUBJECT**_____

CURRICULUM EMPHASIS:

COMMENDATIONS:

RECOMMENDATIONS:

SIGNED,

RECORDER

TEAM #_____

APPENDIX G
PARENT PROGRAM

ACADEMIC ENRICHMENT PROGRAM- FALL 1991

PARENT PROGRAM

While your children are involved in an Academic Enrichment program on campus, we are planning a program for parents.

We need your input to develop a program which meets your interests. Please let us know what topics would interest you.

The parent program will take place on campus Saturdays, November 2, 9, 16, 23, and December 7 for one hour from 10:15 A.M. to 11:15 A.M.

Please prioritize from among the choices by marking next to the item:

1 = high interest
2 = medium interest
3 = low interest

1. ____ Computer Hardware. What's available for families?

2. ____ Computer Software. What kinds of programs are worthwhile?

3. ____ Parenting Skills. Tips for raising children to be successful.

4. ____ CSU, Dominguez Hills- Walking Tour

5. ____ CSU, Dominguez Hills- Videotape description of the University

6. ____ How to Have Effective Contact with Your Child's Teacher

7. ____ Preparing Your child for college- What you need to know.

8. ____ Standardized tests - What are they and how are they used in schools?

9. ____ Becoming a teacher - What does it take?

10.___ Community Resources Which Support Academic Success

Other Topics_____

(Please check)

_____ Yes, I am interested in attending the parent programs while my child is in class.

_____ No, I am unable to attend the parent programs .

ACADEMIC ENRICHMENT PROGRAM- FALL 1991

PARENT PROGRAM

While your children are participating in the Academic Enrichment Program, which is provided by the Future Teacher Institute, we have planned a program for parents of the elementary school children.

Based on a survey of interests provided by parents, the following parent program will take place at California State University, Dominguez Hills:

TENTATIVE SCHEDULE

When? Saturdays -10:15 A.M. - 11:15 A.M.

Where? CSU, Dominguez Hills, HFA Building, Room A-222

October 26, 1991
General orientation to Academic Enrichment Program
Complete parent program survey

November 2, 1991
Preparing Your Child For College
Part 1- What You Should Know for Elementary School

November 9, 1991
Preparing Your Child For College
Part 2- What You Should Know For Junior High and High School

November 16, 1991
Preparing Your Child For College
Part 3 - What You Should Know About Colleges and Universities

November 23, 1991
How Computers Can Assist Your Child's Education
What types of software are worthwhile?

December 7, 1991
Effectiveness Training for Parents

December 14, 1991
Complete evaluation of entire academic enrichment program
and participate in culminating activities.

APPENDIX H
CULMINATING ACTIVITIES

California State University
Dominguez Hills

School of Education • Carson, CA 90747

April 27, 1991

Dear Parent:

We cordially invite you attend the awards ceremony of the Future Teacher Institute in which your child will be honored. It will take place at:

California State University, Dominguez Hills
Humanities and Fine Arts Building (HFA) Room A-103 Lecture Hall
Saturday, May 11, 1991- 12 noon to 1 P.M.

The Future Teacher Institute is a nationally recognized program funded through a grant from the Carnegie Corporation of New York and operated by staff from Cal State Dominguez Hills. It is designed to provide special training for high school students who are exploring a career in teaching.

Your son/daughter has worked very hard in the last few weeks and deserves the recognition that will take place on May 11th.

To assist us in planning for the awards ceremony we ask that you complete the bottom portion of this form and have it returned with your son/daughter next week (May 4th).

We appreciate your support and hope to see you on May 11th!

Sincerely,

Dr. Joseph Aguerrebere, Coordinator, Future Teacher Institute

---

(Print - Detach and Return) Future Teacher Institute Awards Ceremony

Name of Student_____

High School_____

Name(s) of Parent/Guardian_____

Number of guests attending_____

Phone number_____

California State University, Dominguez Hills

Future Teacher Institute

Certificate of Recognition

Awarded to

_____

In recognition of exceptional dedication, commitment and service to the education of elementary students in the California State University, Dominguez Hills service area

_____
President

_____
Dean

_____
Director of Future Teacher Institute

_____
Coordinator

_____
Coordinator

_____
Date

APPENDIX I
PARENT EVALUATION

F.T.I. PARENT EVALUATION FORM (CSUDH)

1. Please express how the Saturday Enrichment Class has helped your child:

2. What have you liked most about the program?

3. How might we improve the program?

4. How did you find out about the program?

5. Is there anything you suggest that might be changed?

6. Additional comments:

APPENDIX J
SPACE NEEDS

Date: June 17, 1991

To: Madelaine Sokolsky

From: Joe Aguerrebere

Subject: Future Teacher Institute Room Requests- 1991-1992

The Future Teacher Institute will need the following for 1991-1992:

Fall Semester - If possible, please try to keep the classrooms together in the same building or in close proximity to each other.

October 5 - 9 A.M. - 1 P.M.
-Two classrooms- (minimum 30 desks each)

October 12 - 9 A.M. - 1 P.M.
-Two classrooms- (minimum 30 desks each)

October 19 - 9 A.M. - 1 P.M.
-Two classrooms - (minimum 30 desks each)
- Mac Lab - Learning Assistance Center
-Apple Lab
-Biology Lab- NSM B-110

October 26 - 9 A.M. - 1 P.M.
- Six classrooms (Minimum 15 desks each)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B-110
- HFA A-103 - 9 A.M. - 11 A.M.

November 2 - 9 A.M. - 1 P.M.
- Seven classrooms - (minimum 15 desks each)
- Mac Lab- Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

November 9 - 9 A.M. - 1 P.M.
- Seven classrooms - (minimum 15 desks each)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

November 16 - 9 A.M. - 1 P.M.
- Seven classrooms - (minimum 15 desks each)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

November 23 - 9 A.M. - 1 P.M.
- Seven classrooms - (minimum 15 desks each)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

November 30- (Thanksgiving Weekend)
No classes

December 7 - 9 A.M. - 1 P.M.
- Seven classrooms (minimum 15 desks)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

December 14 - 9 A.M. - 1 P.M.
- Six classrooms (minimum 15 desks)
- Mac Lab- Learning Assistance Center
- Apple Lab
- HFA A-103 - 10 A.M.- 1P.M.

Spring Semester

February 29 - 9 A.M. - 1 P.M.
- Two classrooms (minimum 30 desks)

March 7 - 9 A.M. - 1 P.M.
- Two classrooms (minimum 30 desks)

March 14 - 9 A.M. - 1 P.M.
- Two classrooms (minimum 30 desks)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

March 21 - 9 A.M. - 1 P.M.
- Six classrooms (minimum 15 desks)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110
- HFA A103 - 9 A.M. - 11 A.M.

March 28 - 9 A.M. - 1 P.M.
- Seven classrooms (minimum 15 desks)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

April 4 - 9 A.M. - 1 P.M.
- Seven classrooms (minimum 15 desks)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

April 11 - 9 A.M. - 1 P.M.
- Seven classrooms (minimum 15 desks)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

April 18 - Spring Recess
No classes

April 25 - 9 A.M. - 1 P.M.
- Seven classrooms (minimum 15 desks)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

May 2 - 9 A.M. - 1 P.M.
- Seven classrooms (minimum 15 desks)
- Mac Lab - Learning Assistance Center
- Apple Lab
- Biology Lab - NSM B110

May 9 - 9 A.M. - 1 P.M.
- Six classrooms (minimum 15 desks)
- Mac Lab - Learning Assistance Center
- Apple Lab
- HFA A103- 10 A.M. - 1 P.M.

APPENDIX K
PROGRAM EVALUATION

Appendix K
FUTURE TEACHER INSTITUTE PRE/POSTTEST QUESTIONNAIRE

PART I

1. Name:

2. School:

3. Grade:

4. Sex (circle one): Female Male

5: Ethnic Identity (check one):
____American Indian or Alaskan Native
____Black, non-Hispanic
____Mexican-American, Mexican, Chicano
____Other Hispanic
____Asian
____Pacific Islander
____White, non-Hispanic
____Filipino
____Other: _____

6. Grade Point Average:
(Circle one):
A
A-
B+
B
B-
C+
C-

7. What reason or reasons led you to participate in the Future Teacher Institute?

8. Have you ever taught before? (Circle one) YES NO

If YES, ANSWER THE FOLLOWING:
On a scale of 1 to 5, with 5 being highest, how would you rate your teaching experience? (Circle one number):

1 2 3 4 5
Didn't like.....OK.....Really liked

9. Do you intend to go to college? (Circle one): YES NO
If YES, what college do you plan to attend?

10. List five careers which interest you:
1.
2.
3.
4.
5.

11. Rank the five careers you have listed. The one that interests you **most** should be ranked first.
1.
2.
3.
4.
5.

12. On a scale of 1 to 5, with 1 being no experience, rate how much experience you have had so far with computers. (Circle one number.)

1 2 3 4 5
No experience.....Some experience.....Lots of experience

PART II
Answer these questions as best you can. Do not be concerned if you don't know answers.

1. Write an example of a "behavioral objective."

2. Write the definition of "learning modalities."

3. Briefly explain how the meaning of cooperative learning.

4. A student who is considered primarily an auditory learner could best learn by which of the following:

    A. flash cards
    B. role-playing
    C. listening to someone talk

5. A student who is considered primarily a kinesthetic learner could best learn by which of the following:

    A. tracing activity
    B. role-playing
    C. reading a book

6. A student who is considered primarily a visual learner could best learn by which of the following:

    A. listening to a tape recording
    B. reading a book
    C. writing down the information

7. List what you think are the necessary parts of a lesson plan:

8. Name two software packages which might be used to teach elementary language.

9. Name two software packages which might be used to teach elementary math.

10. Name two software packages which might be used to teach elementary science.

11. Write a definition for "team teaching."

12. Mark can do the lesson when the teacher works with him, but he becomes confused when given written instructions. Mark may be primarily a(n):

    A. visual learner B. auditory learner C. kinesthetic learner

13. Maria does not do well in drama or art class, but works independently in all other subjects. She can figure out work alone if she has written instructions. Maria may be primarily a(n):

    A. visual learner B. auditory learner C. kinesthetic learner

14. Lyle has difficulty doing independent seat work and gets lost when he reads directions to himself. When the teacher reads directions to him, however, he understands and begins to work immediately. Lyle may be primarily a(n):

    A. visual learner B. auditory learner C. kinesthetic learner

15. List the duties of the following individual in the cooperative teaching format:

    LEADER

    LOGISTICIAN

    RECORDER

    EVALUATOR

    MONITOR

16. After you (the teacher) present a new concept to your class, you and the class practice the concept together. Then you want to make sure all the students understand the concept. What do you think would be the best way to check for understanding?

17. After you check for understanding you realize that one student still does not understand. What do you think you should do at this point?

18. What can happen if you stop teaching the entire class and work only with the one student who does not understand?

19. How could you help one student and retain the interest of your entire class?

Appendix K

YEARLY FOLLOW-UP QUESTIONNAIRE
FUTURE TEACHER INSTITUTE

1. Name:_____

2. Current mailing address:

   Street: _____

   City_____ Zip_____ State_____

3. Are you currently attending college? Yes_____ No_____

   If yes, please indicate name of college or university:_____

4. If you are not in college, please check the factors in the list below which most closely explain why you have not continued your education.

   ____Married
   ____Had children/Am expecting a child
   ____Lack of financial support
   ____Lack of family support
   ____Needed to help family by getting a job
   ____Decided I was not interested in college
   ____Did not receive assistance at high school needed so as to be able to apply
   ____Was worried that I would not succeed
   ____Other: _____

5. If you are not currently in college, do you still intend to go at some time in the future?
   Yes_____ No_____

6. If you answered Yes to number 5, what assistance would you need to help you to be able to go to college?

7. How valuable do you now see the Future Teacher Institute as being to you? Circle the number below which is closest to your answer, with "1" being very valuable and "5" being not valuable at all.

   1 2 3 4 5
   Very valuable.....Somewhat.....Not valuable

8. Forty jobs are listed below. Pick three which are closest to what you think you would like to do. Place a "1" next to your first choice, a "2" next to your second choice, and a "3" next to your third choice.

____writer
____scientist
____computer programmer
____computer operator
____medical doctor
____other health professional
____factory worker
____radio/tv broadcaster
____actor
____carpenter
____small business owner
____social worker
____teacher
____repairperson
____farmer
____gardener
____law enforcement
____military service
____banker
____fashion designer
____mechanic
____forest ranger
____business manager
____engineer
____salesperson
____real estate salesperson
____attorney
____secretary
____counselor/psychologist
____homemaker
____politician
____housekeeper
____biologist
____environmental specialist
____journalist
____entertainer
____veterinarian
____beautician/barber
____college professor
____accountant

9. At this point, how likely are you to pursue a teaching career?

1 2 3 4 5
Very likely.....Maybe.....Not likely

10. Are your currently involved in any teaching activities, e.g., volunteering at school, teaching with a church group, tutoring, working as a teaching assistant, etc.?
If yes, please list your activities below:

11. To what extent to you feel your experiences at the Future Teacher Institute affect your interest in teaching? Please circle the number below which is closest to your answer.

1 2 3 4 5
No effect.....Some effect.....A great effect